

STATEWIDE COURSE SYLLABUS
Fashion Design and Apparel Construction 1

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Arts, A/V Technology, & Communications

CIP Code: 500407

Course Number and Title: 5711 Fashion Design and Apparel Construction 1

Course Description: Ready to create your own look? Tired of having clothes that don't fit? Make a skirt or vest out of your dad's old neckties. Open the world of fashion from your own closet. Fashion Design and Apparel Construction 1 focuses on the study of the fashion and garment industry with emphasis on the basics of design and construction. Students will develop a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contents. Concepts are applied with hands-on learning experiences as students study career pathways, textiles, fashion design, apparel construction, consumer behavior, products, and materials of the fashion industry. Projects are integrated throughout the course work and at least one garment will be completed. South Carolina standards for English/Language Arts, Mathematics, Science, and Social Studies, and Visual Arts are reinforced. The Family and Consumer Sciences student organization Family, Career, and Community Leaders of America (FCCLA) greatly enhances this curriculum.

Grade Level:

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Prerequisite: None

National Assessment/Credential:

South Carolina State Standards and Indicators

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Unit 1: Topic: CAREER PATHS

Amount of Time:

State Standard:

1. Explore career paths in fashion design and apparel construction.

Indicators:

1. Evaluate skills needed for employment (SCANS).
2. Critique the roles and functions of individuals engaged in fashion design and apparel construction.
3. Investigate education and training requirements and opportunities for fashion design career paths.
4. Explore opportunities for employment and entrepreneurial endeavors.
5. Describe attributes of professional fashion designers.
6. Create and maintain a career portfolio.

Unit 2: Topic: FIBER AND TEXTILE MATERIALS

Amount of Time:

State Standard:

1. Analyze the properties of fibers and textile materials.

Indicators:

1. Apply appropriate terminology for fiber and textile materials.
2. Examine production processes for creating fibers, yarns, and textile products.
3. Analyze the impact of technology on fiber production, textile design, and manufacturing.
4. Identify the appropriate labeling and care practices.

Unit 3: Topic: PROFESSIONAL SKILLS

Amount of Time:

State Standard:

1. Analyze equipment and materials for fashion design and apparel construction.

Indicators:

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1. Integrate technology in patternmaking, designing, constructing, and altering textile products.
2. Construct, clean, press, repair, and finish textile products.
3. Demonstrate safe operation of machines, equipment, tools, and supplies.
4. Maintain a safe, efficient, and neat work area.

Amount of Time:

State Standard:

2. Demonstrate technical skills.

Indicators:

1. Design products using elements and principles of design.
2. Construct a garment incorporating the elements and principles of design.
3. Alter a ready-to-wear garment for custom fit.

Unit 4:Topic: TEXTILE AND APPAREL INDUSTRY

Amount of Time:

State Standard:

1. Investigate the textile and apparel industry.

Indicators:

1. Analyze the influence of history on fashion
2. Compare the cycle of recurring fashion styles.
3. Explore target markets (such as plus sizes, children's clothing, ethnic clothing, specific needs, etc.)
4. Identify consumer influences on fashion trends.
5. Categorize fashion designers based on their product(s).

State Standard:

2. Analyze marketing strategies.

Amount of Time:

Indicators:

1. Investigate the cost of advertising
2. Research advertising to various demographics (age, race, sex, gender, location).

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Amount of Time:

State Standard:

3. Identify quality customer service skills.

Indicators:

1. Demonstrate skills needed for quality customer service.
2. Assess factors that contribute to effective customer relations.
3. Demonstrate selling techniques.
4. Analyze cultural diversity in customer relations.
5. Determine solutions to address customer concerns.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts
Earth Science
Economics
Chemistry
Global Studies
U. S. Government

Health and Safety Education
Elementary Algebra
Geometry
Intermediate Algebra
Precalculus
Physical Science

Technology
Physics
Biology
Data Analysis
U. S. History

Textbook(s):

Evaluation and Grading:

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1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School)

Service Learning Projects

Extended Learning Opportunities

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes <ul style="list-style-type: none">• English, Reading or Language Arts• World Languages• Arts• Mathematics• Economics• Science• Geography• History• Government and Civics	Learning and Innovation Skills <ul style="list-style-type: none">• Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations• Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems• Communication and Collaboration Communicate Clearly• Collaborate with Others
Information, Media and Technology Skills <ul style="list-style-type: none">• Information Literacy Access and Evaluate Information Use and Manage Information• Media Literacy Analyze Media Create Media Products• ICT Literacy Apply Technology Effectively	Life and Career Skills <ul style="list-style-type: none">• Flexibility and Adaptability Adapt to Change Be Flexible• Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners• Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams• Productivity and Accountability Manage Projects Produce Results• Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Please refer to contact information on the first page if you have any questions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____ Date: _____
Student Printed Name: _____
Parent Signature: _____ Date: _____
Parent Printed Name: _____